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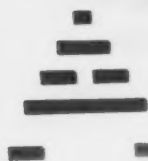
ABSTRACT

This document summarizes discussions at an invitational workshop on education for development in Nigeria. Education is recognized as the key to developing a people's ability to manage and induce change. An improved elementary/secondary school curriculum should include the following objectives: (1) appreciation of cultural traditions while remaining open to change; (2) effective interpersonal relationships and group dynamics; (3) individual creativity; (4) values of citizenship and leadership; and (5) personal productivity and efficiency. With the exception of upper class students, there has been a national decline in basic skills for the following reasons: (1) reduced educational funding; (2) rising costs of books and equipment; (3) declining teacher motivation and commitment; (4) preoccupation with materialism that has resulted in declining secondary school enrollments; (5) lack of a comprehensive instructional program; (6) poor government supervision and monitoring; and (7) poor implementation of educational policy. The current worldwide economic crisis demands increased emphasis on technical and economic education at all levels. New federal policies are needed to extend educational opportunities to all students, regardless of socioeconomic status or sex. Nine years of elementary and secondary education should be required of all citizens by the year 2000. Local governments should partially fund elementary and secondary education in order to ensure community involvement, and careful attention should be paid to the management of institutions of higher education. A list of participants and a description of the Africa Leadership Forum are appended. (FMW)

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AFRICA LEADERSHIP FORUM

FARM HOUSE DIALOGUE

Education for Development

Dialogue 2

2 - 4 December, 1988

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The Farm House Dialogue is one of the programmes of the Africa Leadership Forum. The Dialogue is in form of a quarterly meeting and national seminar on issues, subjects or matters of political, economic, technological or social relevance to Nigeria, West Africa, Africa and humanity at large. Farm House Dialogue takes place at Obasogie Farm, Oba, Oyo State. Africa Leadership Forum is substantially funded by the Africa Leadership Foundation and supported by national and international donors.

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FARM HOUSE DIALOGUE - PRINCIPLES AND GUIDELINES

"The Dialogue is not a political gathering nor it is a gathering to chastise and condemn.

It is basically a brainstorming event. Everyone is at liberty to freely express his or her opinions.

It is a concerned attempt to search for solutions to national problems through discussion.

It does not seek to delve into who brought about particular predicament of the nation, although a knowledge of how the nation got to a specific impasse or difficult situation might provide useful lessons for the future.

It, instead, is an attempt to engage in a proper analysis of national problems and arrive through discussions and dialogue at practical suggestions and recommendations which may help in resolving all or part of these problems.

In consequence, the Dialogue places great emphasis on the selection of individuals to participate in the discussions, noting the importance of inviting always personalities who have knowledge and insights into the particular national issues being discussed and who can make substantial contributions.

It is aimed not always to reach consensus but to provide opportunity for recording honest disagreements on vital national issues.

Each Dialogue will result in a publication that will capture the essence of the discussion and the main conclusions reached.

FARM HOUSE DIALOGUE

DIALOGUE 2

EDUCATION FOR DEVELOPMENT

Chairman: Prof Akin Mabogunje
Rapporteur: Prof. Akin Akindoyeni
Editor: Prof. Akin L. Mabogunje

INTRODUCTION

The Second Farm House Dialogue on the topic "*Education for Development*" took place at the Obasanjo Farms Nigeria Limited at Otta, on December 2-4, 1988. In the absence of the Chairman for this particular dialogue, Alhaji Liman Ciroma, the Pro-Chancellor and Chairman of Council, University of Ibadan, Professor Akin Mabogunje was requested to lead the discussion. The Dialogue was attended by 15 participants from various walks of life, representing as it were both the producers and the consumers of educational services. The list of participants is presented as Annexure I to this report.

Discussion began by recalling that the issue of Education had featured prominently in the earlier Dialogue on "*Leadership for Development*" that it was decided on that occasion that it should be the topic for the subsequent Dialogue. At that earlier Dialogue, it was noted that education is the key to the development a people's ability to manage and induce change whilst facing the challenges of making choices and of increasing the range of choices. In a developmental context, it was observed that if development entails a free release of the energy of a people, education, particularly the right kind of education and in its widest sense, was the only means of bringing about such a release and facilitating at the same time the emergence of a political structure that will throw up the right kind of leaders. Consequently, education for development (and particularly for local development) must be recognised as a veritable agency in the arduous task of democratic learning and adaptation.

Against this background, the Second Dialogue began by considering how to define "education". It was agreed that education must be understood as entailing "a life-long formal and informal process of equipping an individual to be fully aware of his environment and to exploit, manage and dominate same for the benefit of himself and the society at large". This definition emphasizes that education should not be construed as merely the acquisition of literacy or other skills or the preparation of individuals for the employment market. It must be seen as a process in which an individual is engaged virtually from the cradle to the grave.

Given this definition, participants decided to explore the issue of education for development by reviewing the present status of the educational process in Nigeria, considering its strength and weaknesses and making suggestions as to how it can be better improved to serve the over-arching goal of national development. To this end, it was agreed to structure the discussion around the following six broad issues:

- i. relevance of present educational curricula;
- ii. quality of education;
- iii. education and the current economic crisis;
- iv. distributive aspects of educational opportunities - regional, social and gender;
- v. funding of education;
- vi. management and administration of the nation's educational enterprise.

I. RELEVANCE OF EDUCATIONAL CURRICULA

The Dialogue observed that education must not be regarded as an isolated set of activities operating within a community but as a continuous process of improving the quality of life of the people. To this extent the content and curricula of both formal and informal education have to be evaluated in the context of their relevance to the culture and environment of a people. Consequently, it was agreed that no education can be considered relevant to the development of a people unless it is firmly rooted in their cultural milieu. In the Nigerian context, this observation is significant when it is noted that at least the first three years (in the case of most elite-class children) or more commonly the first six years of an individual's education is culture-based in the home. It is at this stage that a child's education emphasizes the learning of language, basic instructions on inter-personal relations, personal hygiene and the foundation for subsequently appreciating of the cultural significance of various mores and values. All this takes place within the informal environment of the home and is facilitated by all and sundry- the parents, the older siblings, relations and the community at large. It was however, noted that even at this stage, some disturbing influences are introduced especially in elite households where parents seek to undermine the self-confidence of children in their own cultural traditions by over-emphasizing the alien culture and language of our erstwhile colonial masters.

The problem becomes serious as the child advances into the process of his formal education. Here, it was recognised that although for reasons of historical expediency, there is as yet no viable alternative to using English as a national language of instruction, there is much that can be done in capturing cultural values and attitudes and using these to inculcate in children such developmental attributes as self-discipline, self-reliance, respect for others and the democratic spirit.

For Nigerian education to become more relevant for our development process therefore, it must seek to meet the following objectives:

- (1) It must train the individual to a better appreciation of his own cultural traditions whilst at the same time equipping him to be able to absorb new ideas, new information and new data for resolving constantly changing problems of his environment;

- (2) It must train the individual to be able to relate to and interact meaningfully with other individuals in society and to appreciate the importance of effective organisation for human progress;
- (3) It must develop the creative ability of individuals especially in the cultural and technological realms;
- (4) It must foster in the individual those values which make for good citizenship such as honesty, selflessness, tolerance, dedication, hardwork and personal integrity and which provide the rich soil from which good leadership is spawned;
- (5) It must promote the culture of productivity whereby the creative genius of each individual is directed to how to constantly seek to improve on the dexterity or skill of performing specific tasks thereby increasing the efficiency of personal or societal effort.

It was agreed that the philosophy of Nigerian education as enunciated in the *National Policy on Education* document (1981), copies of which were presented to participants, meets much of the criteria stated above. Nonetheless, it was noted that not enough emphasis was given to the importance of developing the creative ability of individuals through all levels of the educational system - a factor of vital relevance for national development.

In this regard it was further argued that cultural attitudes which do not encourage the development of a critical and questioning faculty in the child need to be consciously transformed. Our educational system through its curricula and content should deliberately encourage the youths to question the efficacy of received knowledge, to investigate the efficiency of equipment and operational procedures and devise alternative processes and models which can perform at higher levels of efficiency.

Such emphasis in our educational system will certainly enhance the appreciation of the importance of productivity for national development. It will also inculcate a greater awareness of the importance of time as a critical factor in modern production process. It was pointed out that one major element in the transition from traditional subsistent economies to modern industrial economies is the new valuation placed on time. Punctuality, the old adage says, is the soul of business and time is money. Time, indeed, has become the measure of productivity and of efficiency in modern society.

It was emphasized that concern with productivity and efficiency should not make the educational process lose sight of inculcating in the individual the equally important attribute of cultivating excellence in any field of endeavour in which he is engaged. Here, it was noted that the problem of striving for excellence transcends the scope of educational concern to embrace the system of rewards and sanctions to poor performance offered by the society at large. In this connection, it was observed that "the tradition of pleading", whereby important personalities interfere in the process of sanctions and seek mitigation to excuse failure, should be actively discouraged. The educational process should try and emphasize the debilitating effect of this tradition for any attempt to inculcate the values that make for excellence. It should further inculcate in our youth the confidence that success depends on excellence of effort rather than on "long legs" or on the important personalities that an individual knows or on the circumstances of a person's birth. This would not only obviate the temptation to surrender to failure but it would also emphasise the ethics of hardwork, fair play and justice. Uniform standard must be extolled.

It was agreed that language is the portraying vehicle of a culture and that no where is this better illustrated than in our folklores, proverbs and literature generally. Our educational system must therefore encourage the use of our languages in the home as well as in the early school years as a medium of instruction. Furthermore, greater and deliberate effort must now be directed at publishing in book form or in any other permanent medium such illustrations of our culture as folklores, mythologies, songs, parables, proverbs and plays which can become commonplace resources in our educational programmes. Ministries of Education throughout the country need to pay particular attention to dealing with the major deficiency in the implementation of the new national education policy.

II. THE QUALITY OF EDUCATION

The Dialogue began by asking the question: in what sense can the quality of education in Nigeria be said to be declining? A simple and direct answer to this question, it was agreed, would lead to a gross over-simplification of an otherwise complex issue.

It was noted, for instance, that the best product of today's educational process is far better trained and informed than the best product of earlier generations while the worst product of today is worst than that of yesteryears. It was admitted that this was no doubt related to the fact that the range of tools being used in the educational process today is wider and more sophisticated than was available in years past. For children of the elite in some urban communities such tools include books on various disciplines, information processing equipments such as audio-visual instruments like television and radio as well as calculators and computers. It is therefore, not surprising that the best student of today has a wider perspective of his subject-matter and a deeper awareness of the world around him than his compeer of yesteryears.

However, when we turn to the generality of students at all levels of the educational system, it was agreed that there has been general decline in the following areas:

- (1) Literacy and numeracy;
- (2) Language skills; and
- (3) Logical reasoning.

This trend was attributed to the following circumstances:

- (1) reduction in the absolute and relative level of educational funding per capita;

- (2) decline in the availability of equipment and books per capital due to rising costs;
- (3) decline in teacher enthusiasm and commitment;
- (4) the new orientation of people to the simple acquisition of material wealth leading already in some states such as Anambra to a decline in secondary school enrolment especially among males;
- (5) lack of continuity in educational methodology as became obvious with the teaching of English grammar and modern mathematics;
- (6) lack of effective government supervision or monitoring because of the effectiveness of the Inspectorate system in most State's Ministry of Education;
- (7) poor implementation of education policy especially as regard the new 6-3-3-4 programme.

In confronting these problems, it was felt that a faithful implementation of the national policy on education would not only stem the rate of decline but also enhance better quality of education. It was also felt that particularly at secondary school level, there is need for greater rigor in conferring awards of excellent performance to students. The Dialogue noted that in an age in which numeracy is becoming extremely important in all fields of human endeavour, it was unfortunate that the examination systems no longer emphasize the critical value of passing in Mathematics as well as in English Language. It observed that such insistence in the past was a powerful motivator for many to make the supreme effort of overcoming their initial fear or incapacity in coping with mathematical procedures. It strongly suggests that educational authorities in the country as well as examination bodies should review the present arrangement with a view to re-emphasizing the primary of these two subjects for an educational process committed to the rapid development of nation.

III. EDUCATION AND THE CURRENT ECONOMIC CRISIS

The current economic crisis has highlighted certain new trends in respect of not only the developmental paths now open to Nigeria but also the nature of the external environment in which this development must take place. Like for the whole of Africa, Nigeria must now accept that its development or lack of it is a matter of virtual indifference to the leaders of the developed countries. As such, Nigerian leaders need to be better trained and better informed economically so as to be able to direct and manage the nation's economy more adroitly and to negotiate its external relations with other countries more astutely. All of this requires a high degree of self-reliance and, in sectors such as food production, a high degree of self-sufficiency. If this is the new economic scenario, what special demands does this make on the educational system?

In this respect, it was agreed that the experience of some of the newly industrialising countries such as Korea can be very instructive. In Korea, government confronted the challenge of re-orientating the nation's educational system for development by making cuts in expenditure on other sectors, so as to meet demands for free education in the first nine years of schooling. It also ensured that educational programmes especially at the tertiary level were linked to enhanced productivity by diverting increased expenditure on research not into fundamental research but into the area of adaptive (developmental, applied) research. Copying equipment already developed elsewhere and learning to maintain them became a major strategy for quickly acquiring technological capabilities and diffusing these throughout the society.

In Nigeria, the present economic crisis must also be related to the likely international situation which, starting from 1992, would witness the maturing of the EEC Common Market Equalization Policy. As such, our educational programmes must begin to emphasize the culture of higher productivity and a stronger understanding of international economic situation to enable us to break into new markets which we have failed to cultivate up to now. Such an objective requires that we begin to strengthen our educational capacity for adaptive technological research and knowledge. From very tender age, children should be encouraged to be more inquisitive about mechanical objects, machines and so on and educational toy manufacturers should pay more attention to such needs. A general technology awareness programme

should be launched such that adults and even ordinary housewives can come to know about how to maintain or undertake simple repairs like changing electrical fuses in domestic appliances or gadgets or even in cars. Students in Secondary Schools and Tertiary institutions should be encouraged to form clubs for such purposes as learning motor mechanics, photography and other technological hobbies. The clubs must concentrate on encouraging members to dismantle and re-assemble machines such as bicycles, lawn-mowers, table fans and so on until they become familiar with how they work. Many abandoned vehicles at police stations and other places can be given to schools for this purpose.

Universities and Polytechnics should liaise more with private enterprises to review raw material sources or improve present production processes and procedures. In this connection, the Chief Executives of Universities and Polytechnics have a major role to play by bringing industrial executives together with their own research experts for mutual benefits. Industries, on their part, must be encouraged to approach Universities for solutions to production problems. In order to ensure adequate incentives for academic scientists to engage in this form of adaptive research activities, it was suggested that the present method used by University Consultancy Services for sharing consultancy fees may need to be reviewed. It was noted that consultancy of this type may have to be such as to allow the researcher to keep a substantial proportion of the fees paid.

On the other hand, national leaders have a duty of making the population at large come to prefer "Made in Nigeria" goods resulting from such research work rather than hankering after imported alternatives. At present, it was noted that there are many products made in Nigeria which are being stamped with foreign labels. More emphasis should be placed on manufacturers exhibiting their products at Trade Fairs and more Trade Fairs should be held to promote Nigerian products. Children in particular should be exposed through their schools to such Trade Fairs in order that they may become increasingly aware that excellent products are already being made in Nigeria.

IV. DISTRIBUTIVE ASPECTS OF EDUCATIONAL OPPORTUNITIES

In Nigeria, it is now commonplace to talk of educationally disadvantaged states. Such disadvantaged status could also be extended to specific social classes and to women in general. Geographical disadvantage was recognised as falling into two categories namely that broadly between the northern and southern states and that between the urban and rural areas. It was noted that the issue of the regional disparity in the proportion of children of school-going age who are in school has had a long history in the country. Although one usually speaks of north and south, it must be noted that there are exceptions within both broad regions. Thus, in the south, Rivers, Cross River and Lagos States show evidence of being disadvantaged whilst in the north Kwara, Plateau and Benue do not appear disadvantaged. At any rate, the persistence of this regional dichotomy in educational achievements twenty-eight years after the nation's political independence must be seen as reflecting either a certain lack of political will to bridge the gap or deliberate manipulation of the gap for purposes not in accord with the long term interest of the country. Either way, it was the view of participants that it was now imperative for government to put a time frame to ending this dichotomy. It was noted that if the present National Policy on Education was faithfully pursued in all the States, the phenomenon of educational disadvantaged states should by 1995 be a thing of the past.

Another aspect of the problem of educational disadvantaged states was also highlighted. This was the issue of the transition rate from primary to secondary schools. It was noted that although there is no nationally accepted transition rate, a situation whereby this rate varied from 13 to 35 per cent in the northern states as against 65 to 95 per cent in the southern states can hardly be regarded as healthy. Bendel State, for instance, has the highest transition rate of 95 per cent compared to 13 per cent from Kano State.

One significant paradox of the situation, however, is that in spite of its low level of educational accomplishment, commercial activities in Kano State are most buoyant. The Dialogue wondered as to the nature of the trade-off between formal education and early participation in commercial life. Instances were noted from other parts of the country, however, where

individuals who had no education or had dropped out of school were now returning to school to complete their formal education after having made some money from their early adventure into trading.

To deal more deliberately with the problem of disadvantaged States, the Dialogue believes that there is need for more effective monitoring of the impact of the massive injections of funds into building schools and various other government actions to correct the imbalance in education. It was also felt that positive measures should be undertaken in the disadvantaged States to raise the rate of transition. This should include measures to discourage parents from taking their children out of schools or across the borders so that they can be married at such tender ages of twelve or thirteen. It should include measures to integrate quoranic schools into the mainstream of formal educational system in the country.

With regard to the disparity between urban and rural areas, it was felt that with improved availability of classrooms and better equipment, this could more easily be resolved. It was however emphasized that the implementation of Government policy on education should in the rural areas be deliberately and positively linked with that on rural development so as to even cut inequality and stem the tide of rural-urban migration.

The problem of inequitable distribution of educational opportunities as between social classes was raised especially in the context of the "Unity Schools". It was noted that government effort to establish educational institutions as a means of fostering national unity conceived in ethnic or statist terms could be promoting disunity in social class terms. Given the prevailing tendency for these schools to be populated by the children of the elite who have had an earlier head start through attending special nursery and primary schools, these schools with their more than average equipment standards and their higher quality of staff could be said to be exacerbating already unequal educational opportunities among different social classes in the society. One way out of this is to scrap all the so-called "unity" schools and strive instead to raise the standard of all schools. The Federal Government could then foster national unity through providing incentives to States on the basis of children of other States enrolled in their schools. On the other hand, if this was not immediately practicable, as past experience has shown that the 'unity schools' remain a symbol of excellence, a system of scholarships can be instituted to enable children of lower income classes have access to these schools also. At any rate, there is need to discourage the present system whereby special schools are established for categories of public servants such as those in the armed forces - the

"Command Schools" etc and run almost at no costs to the parents of the children. It was felt that if such privileged schools must persist, a policy of making all the parents pay economic fees must be emphasized.

Inequitable distribution of educational opportunities on the basis of sex is a serious problem especially in those states where local traditions encourage giving young girls of twelve to thirteen years away in marriage. It was unanimously agreed that government must strive vigorously to stamp out this practice. As an interim measure, however, states where the enrolment of girls in schools is below the national average could adopt the Borno State-type solution of establishing special schools for married women who were prevented from completing their education because of early marriage. Such schools always have adjoining nursery and primary schools for the children of such women. A more positive and deliberate adult education and literacy programme should also be launched throughout the Federation which should emphasize the enrolment of women. Equally important, government must initiate a deliberate programme of increasing the enrolment of women in various tertiary institutions not through lowering admission standards but by providing special remedial facilities to help them correct the deficiencies that militate against their more impressive enrolment to date.

V. EDUCATION FOR DEVELOPMENT

Nothing is free in nature except life which is always taken by the Giver. The concept of free education is mistaken. Somebody, somewhere, sometime pays for it. What should be free is access to education, it does not matter whether the individual or the family who has the means pays for it, or the community, the state, the nation, someone, some institution somewhere in the world pays for it.

The Dialogue believes that not only must there be free access to education throughout the primary level, it must be made compulsory within the next five years at which time access to junior secondary level of education must be made free. Finally, by the year 2000, access to senior secondary level of education should be made free while the junior secondary level becomes compulsory. Every Nigerian should then compulsorily spend nine years in formal education to enhance ability to use his head and his hands.

VI. FUNDING OF EDUCATION

On the question of funding Education, the Dialogue agreed that it is unwise to dissociate this from the direct responsibility of the community benefiting from it. The more removed the process of funding education is from the Community whose children benefit from it, the less effective it is bound to be. Consequently, it was strongly recommended that governments should from now on ensure that every community/ward/neighbourhood is responsible for part of the funding of both the primary and the secondary education of its children. Means must be devised whereby the community comes to relate the provision of services such as education with the level of taxes which it pays. This is a primary responsibility of local government councils which they should be encouraged to do more effectively and efficiently. It was noted that communities are more likely to be enthusiastic about paying taxes when they can directly see the result of the expenditure and they do participate in the decision as to how these are spent.

It was also suggested that communities can be encouraged to make voluntary contributions to the funding of education. Such contributions assume special importance in the endowments of Universities which can be by communities and by individuals. Government must create inducement for such educational endowments through tax exemption for such endowments. Where the latter takes the form of a bequest, government may consider waiving the requisite death duties. In all cases, it was felt that Universities need to exert themselves more vigorously in tapping the huge reservoir of such private contributions and endowments.

The issue of funding the boarding and lodging of University students also received some attention. It was noted that most residential University spend on students' accommodation more than three times the revenue collected from the students for this purpose. Yet, in the present economic circumstances of the country the quality of accommodation provided remains far from satisfactory. It not too clear what to suggest. Making University education totally free is impractical; giving some students scholarship whilst others are saddled with loans seems inequitable. A general system of students' loan would appear the most realistic option in the circumstance. The process of recovery can then be organised in the manner of the National Youth Service Corps where no student can be employed unless he showed a certificate of having served. By the same token, no student can be assumed to be free of such loan liability unless he can show a certificate from his University that he is not indebted. Otherwise, all employers would be expected to deduct a determined sum from a student's salary until he can produce a certificate of having retired his student loans commitment.

Whilst the cost of students' accommodation remains a major burden on the finances of most Universities, it was also observed that a substantial proportion of their budget goes to maintaining the varied municipal services with which they are saddled. Some of these services they can do away with only as the general standard of municipal service delivery improves in the country. Others they can reduce the burden through astute negotiation with the municipal authorities. Still others they must plan deliberately to disengage from. At any rate, what is clear is that the heyday of easy funding of University education is over and University administrators must now show greater ability to manage with very limited resources.

VII. MANAGEMENT AND ADMINISTRATION OF THE NATION'S EDUCATIONAL ENTERPRISE

Education in Nigeria has grown to become perhaps the most important enterprise in which governments are engaged. The statistics show a most impressive achievement since independence in terms of student enrolment, number of teachers employed and number of schools, colleges and universities opened. Yet, no one can contradict the fact that this huge enterprise shows everywhere glaring signs of poor management. It was agreed that the problems of management of the nation's educational enterprise stem from incoherent administration, lack of continuity in policy and the absence of active community participation.

Incoherence in the administration of our educational system has occurred for many reasons. First, there is the undue haste in changing administrative arrangements before there has been sufficient experimentation, testing and planning to ensure that the new arrangement will be better than the older one. Second, there is the "contract syndrome" in which most administrators think only of what can be contracted out than about what is good for educational institutions. The result has been a greater emphasis on building and hardwares than on strengthening teachers' efficiency. Indeed, it has been suggested that in some state a substantial proportion of the allocation to education ends up in the pockets of contractors.

On this score, the Dialogue was concerned about the new programme of computer education being proposed by the Federal Ministry of Education. It was felt that there are still several basic aspects of the new 6-3-3-4 system which require better capital input before the introduction of computer education into primary and secondary schools. There was concern as to whether sufficient study has been done about the capacity of present schools to be supplied with computers to carry this new burden? Is it being planned, for instance, to provide each of these school with at least base-load generators, given the vagaries of power supply by the National Electric Power Authority? How are these computers to be maintained and serviced at no inordinate costs to the schools concerned given the absence of computer manufacturing (as distinct from assembling) industry in Nigeria?

The lack of continuity in educational policy is perhaps best illustrated by the fact that in spite of the existence of a national policy on education prior to the second Republic, there was divergent and uncoordinated implementation. It was recognised that part of the reason for this has to do with the federal structure of our government although it was felt that with some political maturity and consultation much could have been achieved in the past. At any rate, it was suggested that new policies must always be allowed to mature over sufficiently long period before fundamental changes are made to them. Moreover, policy formulation should always pay attention to implementation strategy as well as performance monitoring and evaluation.

On the management of educational institution especially at the primary and secondary level, it was felt that there was need for greater community participation. This was to ensure not only a higher degree of accountability on the part of administrators but also to derive all the advantages of a strong sense of proprietorship on the part of the community. This would mean, for instance, that school buildings and facilities would not be allowed to fall into a state of near total disrepair before there is local response to rectifying the situation.

The situation with Universities was also considered. It was felt that Government should pay more attention to the culture of people whom they appoint into University Councils. Having appointed the right-type of highly respected and capable public men to run the affairs of these institutions government should allow them to do this without interference even in the matter of the appointment of Vice-Chancellors. It was felt that there should be sound and enduring criteria concerning the choice of a Vice-Chancellor and that these criteria must now emphasize management competence even more than academic ability.

Some concern was also expressed at the rate at which some of the best academic staff are withdrawn from Universities and Polytechnics for political and administrative appointments. Whilst no easy answer could be found to this call to national service, the management of these institutions should be more circumspect about the situation and could raise alarm to the appropriate authorities if the level of attrition was starting to reach crisis limit. It was also suggested that the current brain drain of professionals and academics from the country on account of the present economic situation should be re-dressed. At the same time, it was noted that within Universities themselves, an inordinate amount of precious academic time is spent on attending committee meetings. It was strongly recommended that Universities' councils and senates should begin examining the management structure of their institutions with a view to devising a more effective decision-making arrangement that is less costly in man-hours.

ANNEXURE I

LIST OF PARTICIPANTS

1. Gen. Olusegun Obasanjo, Former Head of State of Nigeria.
2. Prof. Akin L. Mabogunje, Pro-Chancellor, Ogun State University and Council Chairman.
3. Dr. Michael Omolayole, Chairman and Managing Consultant Omolayole and Associates.
4. Prof. A. Oke Adekola, Former Vice-Chancellor, F.U.T., Bauchi.
5. Dr. J. A. O. Sofolahan, Chairman, Implementation Committee, National Policy on Education.
6. Prof. Sylvanus J.S. Cookey, Vice-Chancellor, University of Port-Harcourt.
7. Prof. Nurudeen Alao, Vice-Chancellor, University of Lagos.
8. Prof. G. O. Olusanya, Director-General, Nigeria Institute of International Affairs.
9. Prof. Reuben Udo, Former Deputy Vice-Chancellor, University of Ibadan.
10. Prof. E. Osagie, Director of Research, National Institute for Policy and Strategic Studies, Kuru.
11. Prof. Akin Akindoyeni, Director of Physical Planning, National Universities Commission.
12. Dr. Femi Badejo, Senior Lecturer, University of Lagos.
13. Dr. M. Kwanashie, Department of Economics, Ahmadu Bello University, Samaru, Zaria.
14. Dr. Yaya Olaniran, Agricultural Consultant.
15. Mr. Yaya Abubakar, Management Consultant, Kano.

BACKGROUND NOTE ON THE AFRICA LEADERSHIP FORUM

Despite over a quarter of a century of political independence, Africa's aspirations and hopes remain today largely unfulfilled. This has not been, however, a period of unmitigated failure in the history of the continent; there have been successes in education, public health, import substitution industries, and in the continuing process of decolonization. The problems of development, peace and security, the health of the world economy, and improving the environment are interrelated global issues; they do not admit of piecemeal solutions.

And yet all countries find that in the absence of true global cooperation, they have to tackle particular aspects of them. At the national level in Africa, the inadequacy of information, data, and resources render the problems daunting. Regionally they are overwhelming.

African leaders have frequently come to their positions with limited experience. Though most of them have battled on, confronting their awesome problems of development and nation-building essentially not only unprepared but unaided, their efforts have been at best only a qualified success.

Africa cannot afford to continue with ill-prepared and unassisted leaders. Those on whom the burden of leadership will fall in future must fully comprehend their responsibilities, duties, and obligations. They must, that is, have exposure and carefully planned preparation if they are to meet the challenges that will face them.

The leaders of tomorrow, however, today have to be pursuing their professional careers. They have little time to devote to gaining a comprehensive knowledge of their own countries and their region, nor of the cultures of their diverse peoples. Nor even to learning about and understanding the actions taken by their present leaders where they do not impinge on their own areas of expertise.

Most young potential leaders have focused primarily on single issues, lacking time to look at wider, critical regional and world challenges. Time for comprehensive study and reflection, for sharing experiences with persons inside, let alone outside, their countries, region, and field of concentration is very limited. Opportunities for such detached discussion and contemplation are even rarer.

There are no private institutions in Africa devoted to preparing potential leaders with a global outlook, leaders who will be able to cooperate within and across national, regional, and institutional boundaries. Further, it is difficult, if not impossible, in many African countries to gain access to relevant and timely information on most national, regional, and global issues.

Experience in and out of Government and in international fora bears out this situation, one which poses a challenge to address and remedy. One solution is to hold periodically the "Africa Leadership Forum" - a series which may be national, subregional, regional and international in dimension and may vary in duration. The purpose will be to enhance the knowledge and awareness of young, potential African leaders, placing special emphasis on diagnosing apparent failures of the past; on understanding multiple dimensions and complex interrelations of local, national, regional, and global problems; and on seeking possible approaches to solutions.

OBJECTIVES

The purpose of the Forum is to encourage diagnosis, understanding, and an informed search for solutions to local, regional and global problems, taking full account of their interrelationships and mutual consequences.

To that end, the Forum will develop, organize and support programmes for the training of young and promising Africans with leadership potential so as to expose them to the demands, duties and obligations of leadership positions and to prepare them systematically for assuming higher responsibilities and meeting the challenges of an interdependent world.

The Forum will also endeavour to generate greater understanding and enhance the knowledge and awareness of development and social problems within a global context among young, potential leaders from all sectors of society, cutting across national, regional, continental, professional and institutional borders. This may foster close and enduring relationships among participants, relationships promoting life-long association and cooperation.

Further, the Forum will support and encourage the diagnosis and informed search for appropriate and effective solutions to local and regional African problems and to global problems from an African perspective - within the framework of global interdependence -, including consideration of phased action programmes that can be initiated by various countries, sub-regions and institutions.

In addition, there will be specific weekend seminars organized as Farm House Dialogues to be held quarterly. The first of the Dialogues entitled "Leadership for Development" was held on 13-14 May 1988.

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